DOCUMENT RESUME

ED 466 425 SO 033 953

TITLE	Woman Suffrage and the 19th Amendment. Teaching with Documents.
INSTITUTION	National Archives and Records Administration, Washington, DC.
PUB DATE	2002-06-20
NOTE	35p.; Photographic images may not reproduce adequately. For additional "Teaching with Documents" materials, see SO 033 946-952.
AVAILABLE FROM	National Archives and Records Administration, 8601 Adelphi Road, College Park, MD 20740-6001. Tel: 866-272-6272 (Toll Free); Fax: 301-837-0483; e-mail: orderstatus@nara.gov. For full text: http://www.archives.gov/digital_classroom/teaching_with_documents.html.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; *Activism; *Females; Gender Issues; National Standards; *Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; *United States History; *Voting Rights
IDENTIFIERS	Document Analysis; National Civics and Government Standards; National History Standards; *Nineteenth Amendment; Photoanalysis; United States Constitution; *Womens Suffrage

ABSTRACT

Beginning in the mid-19th century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many people considered a radical change in the U.S. Constitution. Militant suffragists used tactics such as parades, silent vigils, and hunger strikes. In 1870 the 15th amendment to the Constitution granted black men the right to vote. In 1871, a voting rights petition was signed by prominent activist women and sent to Congress. It requested that suffrage rights be extended to women and that women be granted the privilege of being heard on the floor of Congress. In 1919, the House of Representatives passed the 19th amendment by a vote of 304 to 90, and the Senate approved it 56 to 25. Illinois, Wisconsin, and Michigan were the first states to ratify it. On August 18, 1920, it appeared that Tennessee had ratified the amendment, but those against the amendment managed to delay official ratification. Anti-suffrage legislators fled the state to avoid a quorum. However, Tennessee reaffirmed its vote and delivered the crucial 36th ratification necessary for final adoption. This lesson plan provides a historical background for womens' voting rights; gives National History Standards and National Civics and Government Standards; suggests six diverse learning activities for students; and presents nine different primary source documents, including resolutions and petitions. Contains document analysis and photograph analysis documents. (BT)

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Woman Suffrage and the 19th Amendment

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Teaching With Documents Lesson Plan:

Woman Suffrage and the 19th Amendment

Background

Beginning in the mid-19th century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many Americans considered a radical change in the Constitution. Militant suffragists used tactics such as parades, silent vigils, and hunger strikes. The records of the National Archives and Records Administration reveal much of this struggle.

As the 150th anniversary of the Seneca Falls Convention of 1848 approaches, historical documents and a script that the National Archives commissioned about the decades long struggle entitled Failure is Impossible serve as valuable teaching tools.

In July 1848 Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights convention in Seneca Falls, NY, and launched the woman suffrage movement. Many of the attendees to the convention were also abolitionists whose goals included universal suffrage. In 1870 this goal was partially realized when the 15th amendment to the Constitution, granting black men the right to vote, was ratified. (Document 1: A Resolution Proposing an Amendment to the Constitution, December 7, 1868)

In the year following the ratification of the 15th amendment, a voting rights petition sent to the Senate and House of Representatives requested that suffrage rights be extended to women and that women be granted the privilege of being heard on the floor of Congress. It was signed by Susan B. Anthony, Elizabeth Cady Stanton, and other suffragists. Well known in the United States suffrage movement, Anthony and Stanton organized the National Woman

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Suffrage Association (NWSA) in 1869. (Document 2: Petition to Congress, December 1871)

The ideological and strategic differences that grew among suffrage leaders during and immediately after the Civil War formally split the women's movement into two rival associations. Stanton and Anthony, after accusing abolitionist and Republican supporters of emphasizing black civil rights at the expense of women's rights, formed the National Woman Suffrage Association (NWSA) in May of 1869. The American Woman Suffrage Association (AWSA), founded 6 months later by Lucy Stone, Julia Ward Howe, and Thomas Wentworth Higginson, protested the confrontational tactics of the NWSA and tied itself closely to the Republican Party while concentrating solely on securing the vote for women state by state. (Document 3: Memorial to Congress from The American Woman Suffrage Association, February 6, 1872) In 1890 the two suffrage organizations merged into the National American Woman Suffrage Association (NAWSA). Stanton became its president, Anthony became its vice president, and Stone became chairman of the executive committee.

In 1919, one year before women gained the right to vote with the adoption of the 19th amendment, the NAWSA reorganized into the League of Women Voters.

The tactics of the suffragists went beyond petitions and memorials to Congress. Testing another strategy, Susan B. Anthony registered and voted in the 1872 election in Rochester, NY. As planned, she was arrested for "knowingly, wrongfully and unlawfully vot[ing] for a representative to the Congress of the United States," convicted by the State of New York, and fined $100, which she insisted she would never pay a penny of. On January 12, 1874, Anthony petitioned the Congress of the United States requesting "that the fine imposed upon your petitioner be remitted, as an expression of the sense of this high tribunal that her conviction was unjust." (Document 4: Petition from Susan B. Anthony to U.S. Congress, January 12, 1874)

Wealthy white women were not the only supporters of woman suffrage. Frederick Douglass, a former slave and leader of the abolition movement, was also an advocate. He attended the Seneca Falls Convention in 1848, and in an editorial published that year in The North Star, wrote, ". . . in respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise, . . ." In 1877, while he was U.S. marshal for the District of Columbia, Douglass signed a petition to the U.S. Congress for woman suffrage ". . . to prohibit the several States from Disfranchising United States Citizens on account of Sex." (Document 5: Petition for Woman Suffrage Signed by Frederick Douglass, 1877)

In addition, a growing number of black women actively supported woman's suffrage during this period. Prominent African American suffragists included Ida B. Wells-Barnett of Chicago, famous as a leading crusader against lynching;

Mary Church Terrell, educator and first president of the National Association of Colored Women (NACW); and Adella Hunt Logan, Tuskegee Institute faculty member, who insisted in articles in *The Crisis*, that if white women needed the vote to protect their rights, then black women -- victims of racism as well as sexism -- needed the ballot even more.

Many of the women who had been active in the suffrage movement in the 1860s and 1870s continued their involvement over 50 years later. Mary O. Stevens, secretary and press correspondent of the Association of Army Nurses of the Civil War was one such woman. In 1917 she asked the chairman of the House Judiciary Committee to help the cause of woman suffrage by explaining, "My father trained me in my childhood days to expect this right. I have given my help to the agitation, and work[ed] for its coming a good many years." (Document 6: Association of Army Nurses of the Civil War Letter to U.S. House Judiciary Committee, May 1, 1917)

By 1916 almost all of the major suffrage organizations were united behind the goal of a constitutional amendment. When New York adopted woman suffrage in 1917 and President Woodrow Wilson changed his position to support an amendment in 1918, the political balance began to shift in favor of the vote for women. There was still strong opposition to enfranchising women, however, as illustrated by this petition from the Women Voters Anti-Suffrage Party of New York at the beginning of U. S. involvement in World War I. (Document 7: Petition, Anti-Suffrage Party of New York, World War I, ca. 1917)

During World War I, militant suffragists, demanding that President Wilson reverse his opposition to a federal amendment, stood vigil at the White House and carried banners such as this one comparing the President to Kaiser Wilhelm II of Germany. In the heated patriotic climate of wartime, such tactics met with hostility and sometimes violence and arrest. (Document 8: Photograph, Kaiser Wilson poster, November 19, 1918)

Early in 1919, the House of Representatives passed the 19th amendment by a vote of 304 to 90, and the Senate approved it 56 to 25. Illinois, Wisconsin, and Michigan were the first states to ratify it. On August 18, 1920, it appeared that Tennessee had ratified the amendment--the result of a change of vote by 24 year-old legislator Harry Burn at the insistence of his elderly mother--but those against the amendment managed to delay official ratification. Anti-suffrage legislators fled the state to avoid a quorum and their associates held massive anti-suffrage rallies and attempted to convince pro-suffrage legislators to oppose ratification. However, Tennessee reaffirmed its vote and delivered the crucial 36th ratification necessary for final adoption. (Document 9: Ratification of 19th Amendment, Tennessee, August 24, 1920)

Some states were slow with their endorsement even after the amendment became a part of the supreme law of the land. Maryland, for example, did not

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ratify the amendment until 1941, and did not transmit the ratification document to the State Department until 1958.

The Documents

Document 1: A Resolution Proposing an Amendment to the Constitution December 7, 1868

Document 2: Petition to Congress, December 1871

Document 3: Memorial to Congress from The American Woman Suffrage Association, February 6, 1872

Document 4: Petition from Susan B. Anthony to U.S. Congress, January 12, 1874

Document 5: Petition for Woman Suffrage Signed by Frederick Douglass, 1877

Document 6: Association of Army Nurses of the Civil War Letter to U.S. House Judiciary Committee, May 1, 1917

Document 7: Petition, Anti-Suffrage Party of New York, World War I, ca. 1917

Document 8: Photograph, Kaiser Wilson poster, November 19, 1918

Document 9: Ratification of 19th Amendment, Tennessee, August 24, 1920

Lesson Resources

Standards Correlations

Teaching Activities

Failure is Impossible Script

Related Web Sites

Document Analysis Worksheet

Photograph Analysis Worksheet

Page URL: http://www.archives.gov/digital_classroom/lessons/woman_suffrage/woman_suffrage.html

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Teaching Activities

Standards Correlations

The following teaching activities correlate to the National Standards for History.

- Era 4- Expansion and Reform (1801-1861)
  - Standard 4C - Demonstrate understanding of changing gender roles and ideas and activities of women reformers.
- Era 7 - Emergence of Modern America (1890-1930)
  - Standard 3D - Demonstrate understanding of politics and international affairs in the 1920s.

The teaching activities also correlate to the National Standards for Civics and Government.

- Standard II.D.5 - Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.
- Standard V.B.2. - Evaluate, take, and defend positions on issues regarding political rights.

Cross-curricular Connections

Share these exercises with your history, government, language arts, and drama colleagues.

Activities

1. Divide students into small groups. Photocopy the featured documents and provide one set to each group. Make a transparency with the following questions: What types of documents are these? What are the dates of the documents? Who wrote the documents? What are the purposes of the documents? What information in the documents helps you understand why they were written? Ask each group to analyze and discuss the documents. Lead the class in oral responses to the questions.

The Document Analysis Worksheet developed by the National Archives education staff is available.

2. Ask the students to read the documents carefully and make a list of strategies employed by the suffragists. Lead a class discussion using the following questions: How does a petition differ from a memorial? What were the suffragists' strategies in the early years of the suffrage movement? What were their strategies in the later years? What organizations led the suffrage movement?

3. Divide students into 15 groups, and assign each group a decade between 1848 and the present. Instruct students to use textbooks, library resources, and the documents to identify events related to woman suffrage that occurred in their assigned decade. Make a time line on butcher paper, and attach it to a blank wall in the classroom. Ask each group to choose the most significant events or developments they located, and place them on the time line.

4. Explore with the students the effects of petition writing as a political activity. Ask them to draft a petition related to an issue that concerns them that is currently being discussed in Congress and secure signatures. The Senate [http://www.senate.gov] and House of Representatives [http://www.house.gov] Web pages provide this information.

5. Encourage students to conduct further research on the suffrage efforts of each of the individuals featured in the *Failure is Impossible* script. They include: Abigail Adams Sarah Grimke, Elizabeth Cady Stanton, Frederick Douglass, Susan B. Anthony, Sojourner Truth, Frances Gage, Lucy Stone, Clara Barton, Mr. Reagan of Texas, Mary Ware Dennett, Harriot Stanton Blatch, Woodrow Wilson, Carrie Chapman Catt, and Nettie Rogers Schuler. Collaborate with a drama or language arts teacher and select students to stage a performance of *Failure is Impossible*. Schedule a media specialist to videotape the final production.

6. Following analysis of the documents and further research into the woman suffrage movement, divide students into groups of five. Instruct student groups to write and stage a one-act play about the events and personalities in the struggle for woman suffrage. The acts might focus on Susan B. Anthony's arrest in 1872, the suffrage movement among black women, the picketing of the White House in 1917, or the final battle for ratification of the 19th amendment in the Nashville statehouse in August 1920. Encourage students to quote directly from the documents. Schedule a media specialist to videotape the final productions. The *Failure is Impossible* script can serve as an example. Suggestions on how to assess such a performance are available from the related Web

sites page.

Page URL: http://www.archives.gov/digital_classroom/lessons/woman_suffrage/teaching_activities.html

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Failure Is Impossible

By Rosemary H. Knower

The original production of *Failure is Impossible* occurred on August 26, 1995, for the National Archives commemoration of the 75th anniversary of the 19th amendment.

Cast of Characters:

Narrator
Reader #1
Reader #2
Reader #3

Each reader portrayed several different people in the suffrage movement. However, a teacher could also assign different students to read the part of each individual.

In order of appearance:

Abigail Adams
Sarah Grimke
Elizabeth Cady Stanton
Frederick Douglass
Susan B. Anthony
Sojourner Truth
Frances Gage
Lucy Stone
Clara Barton
Mr. Reagan, of Texas
Mary Ware Dennett
Harriot Stanton Blatch
Woodrow Wilson
Carrie Chapman Catt and Nettie Rogers Schuler

Based on Eyewitness Accounts and Original Documents

Narrator: Today is the seventy-fifth anniversary of the passage of the Nineteenth Amendment, giving women the right to vote. Do I hear you say, wait a minute, the country is two hundred and nineteen years old, and women have only been voting for seventy-five years? What's the problem here? The problem began with the words of the Founding Fathers. Not the ones they put in. The ones they left out. In 1776, when John Adams sat with a committee of men in Philadelphia, writing the Declaration of Independence, he got a letter from his wife, Abigail:

Reader #1 (Abigail Adams): John, in the new code of laws . . . remember the ladies. . . . Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. . . . We . . . will not hold ourselves bound by any laws in which we have no voice, or representation.

Narrator: But when the Founding Fathers sat down to write the Declaration and the Constitution, they left out one critical word: "Women." Nearly sixty years later, when Sarah and Angelina Grimke spoke to state legislatures about the evils of slavery, their actions were denounced from the pulpit as contrary to God's law and the natural order.

Reader #3 (pastoral letter): The power of woman is her dependence, flowing from that weakness God has given her for her protection. When she assumes the place and tone of a man as a public reformer, her character becomes unnatural, and the way opened for degeneracy and ruin.

Narrator: Sarah Grimke had an answer for that.

Reader #2 (Sarah Grimke): This distinction between the duties of men and women as moral beings! That what is Virtue in men is Vice in women!?! All I ask of our brethren is that they take their feet off our necks and permit us to stand upright.

Narrator: In 1848 a group of women organized the first Women's Rights Convention in Seneca Falls, New York. It took great courage. In the 1840s respectable women did not even speak in public, let alone call meetings. Elizabeth Cady Stanton said later:

Reader #1 (Elizabeth Cady Stanton): We felt as helpless and hopeless as if we had suddenly been asked to construct a steam engine.

Narrator: But they were determined. They rewrote the Declaration of Independence.

Reader #1 (Stanton): "We hold these truths to be self evident: that all men and women are created

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equal . . ."

Narrator: And they called for equal rights under the law. At the convention, abolitionist Frederick Douglass spoke in favor of women voting. Reporting the resolutions of the convention in his newspaper, The North Star, he noted:

Reader #3 (Frederick Douglass): In respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise.

Narrator: In the 1850s, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone led a group of courageous women who plunged headlong into the fight for abolition and universal suffrage. They formed the American Equal Rights Association. One newspaper denounced them as:

Reader #3 (newspaper editorial): Mummified and fossilated females, void of domestic duties, habits, and natural affections."

Narrator: In fact, most of the women were married, with children. Elizabeth Cady Stanton wrote suffrage speeches while nursing her sixth child, a daughter who would continue her mother's work.
When the Civil War began in 1861, suffragists deferred their campaign for the vote to give full attention to the national crisis. Annie T. Wittenmeyer was appointed superintendent of all army diet kitchens. Mary Walker served as the first female surgeon. Louisa May Alcott and thousands of other women served as nurses. Anna Ella Carroll was one of Lincoln's advisers on strategy.
In 1865, when the war was over, and Congress debated an amendment to give freed slaves the right to vote, the suffragists petitioned Congress to include women, too.

Reader #2 (Susan B. Anthony): We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation.

Narrator: Sojourner Truth, whose speech "Ain't I a Woman?" had so moved the Equal Rights Convention in 1851, spoke again in 1867 for women's right to vote.

Reader # 1 (Sojourner Truth): I . . . speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked. . . . You have been having our rights for so long, that you think, like a slaveholder, that you own us.

Reader #1 (Frances Gage): Suffragist Frances Gage wrote, "Fifty-two thousand

pulpits in this country have been teaching women the lesson that has been taught them for centuries, that they must not think about voting. But when fifty-two thousand pulpits at the beginning of this war, lifted up their voices and asked of women, 'come out and help us' did they stand back? In every home in the whole United States, they rose up and went to work for the nation."

Narrator: But in spite of the petitions and the passion, the Fourteenth and Fifteenth Amendments were silent on the issue of voting rights for women. Nevertheless, the suffragists would not give up. In 1869 Lucy Stone sent out "An Appeal to the Men and Women of America":

Reader #2 (Lucy Stone): Get every man or woman to sign [this petition] who is not satisfied while women, idiots, felons, and lunatics are the only classes excluded from the exercise of the right of suffrage. Let the great army of working-women, who wish to secure a fair day's wages for a fair day's work, Sign It. Let the wife, from whom the law takes the right to what she earns, Sign It. Let the mother, who has no legal right to her own children, Sign It . . .

Narrator: Civil War nurse Clara Barton spoke at the Suffrage Convention in 1870:

Reader #1 (Clara Barton): Brothers, when you were weak, and I was strong, I toiled for you. Now you are strong, and I ask your aid. I ask the ballot for myself and my sex. As I stood by you, I pray you stand by me and mine.

Narrator: When the Senate considered "The Woman Question" again in 1872, the same tired old arguments were raised to oppose women voting.

Reader #3 (Mr. Reagan, of Texas): I hope sir, that it will not be considered ungracious in me that I oppose the will of any lady. But when she so far misunderstands her duty as to want to go to working on the road and serving in the army, I want to protect her against it. [Should] we attempt to overturn the social status of the world as it has existed for 6,000 years?!?

Narrator: The congressman from Texas wasn't the only lawmaker who argued that if the Founding Fathers had meant women to vote, they would have said so directly. Elizabeth Cady Stanton responded:

Reader #1 (Stanton): Women did vote in America at the time the Constitution was adopted. If the Framers of the Constitution meant they should not, why did they not distinctly say so? The women of the country, having at last roused up to their rights and duties as citizens, have a word to say. . . . It is not safe to leave the "intentions" of the [Founding] Fathers, or of the Heavenly Father, wholly to masculine interpretation.

Narrator: Congress appointed a committee to study the floods of petitions

arriving daily from women. This is how it worked:

Reader #3 ("Feeler Feelix," Cracker-Barrel Philosopher): Women's petitions are generally referred to a fool committee of fools, . . . carefully laid on the floor of the committee room to be a target at which to shoot tobacco juice. And the committee man who can hit the mark oftenest is regarded as having done the most to kill the petition. . . .

Narrator: Even the President of the United States remained indifferent to the poignant arguments of the suffragists. Elizabeth Cady Stanton said of President Rutherford Hayes:

Reader #1 (Stanton): In President Hayes's last message, he reviews the interests of the Republic, from the army [and] the navy to . . . the crowded condition of the mummies, dead ducks and fishes in the Smithsonian Institution. Yet [he] forgets to mention twenty million women citizens robbed of their social, civil, and political rights. Resolved, that a committee be appointed to wait upon the President and remind him of the existence of one-half of the American people whom he has accidentally overlooked.

Narrator: The pioneer women who were then settling the West had no intention of being overlooked. Women in the territory of Wyoming won the vote in 1869, followed shortly by women in the neighboring territories of Utah, Colorado, and Idaho. When Wyoming applied for statehood in 1890, a furious block of senators opposed its admission because it allowed women to vote. The senator from Tennessee called it "a reform against nature" and predicted it would "unsex and degrade the women of America." But Wyoming's citizens refused to give in. Their legislature cabled back to Washington:

Reader #3: "We will remain out of the Union a hundred years rather than come in without our women!"

Narrator: Encouraging words, but as the years of struggle rolled by, the women of Seneca Falls realized that they would not live to vote. Elizabeth Cady Stanton wrote:

Reader #1 (Stanton): We are sowing winter wheat, which other hands than ours will reap and enjoy.

Narrator: Twenty-four hours before she died, in 1902, Stanton dictated this plea to Theodore Roosevelt:

Reader #1 (Stanton): Mr. President, Abraham Lincoln immortalized himself by the emancipation of four million slaves. Immortalize yourself by bringing about the complete emancipation of thirty-six million women.

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Narrator: By 1900, over three million women worked for wages outside the home, often in hazardous and exploitive conditions, often with their children beside them at the machinery. They needed the ballot to give them a voice in making labor laws. In the Triangle Shirtwaist Factory fire, 146 workers were killed trying to escape an unsafe building into which they had been locked to keep them at work. Suffragist Mary Ware Dennett wrote:

Reader #2 (Mary Ware Dennett): It is enough to silence forever the selfish addleheaded drivel of the anti-suffragists who say that working women can safely trust their welfare to their "natural protectors"!!? Trust the men who allow seven hundred women to sit wedged between the machines, in a ten-story building with no outside fire escapes, and the exits shuttered and locked? We claim in no uncertain voice that the time has come when women should have the one efficient tool with which to make for themselves decent and safe working conditions—the ballot.

Narrator: Working women flocked to the suffragist banner. With this new army of supporters, women succeeded in putting suffrage on the states' agendas.

Reader #1: In 1912 the suffrage referendum was passed in Arizona, Kansas, and Oregon.

Reader #2: Defeated in Michigan, Ohio, Wisconsin . . .

Narrator: In 1913, five thousand women marched down Pennsylvania Avenue on the day before Woodrow Wilson's inauguration, asking for the vote. They were mobbed by a hostile crowd.

Reader #1: In 1914 the suffrage referendum passed in Montana and Nevada.

Reader #2: Defeated in North and South Dakota, Nebraska, Missouri.

Reader #1: 1915. The suffrage referendum failed in New York, New Jersey, Pennsylvania, and Massachusetts.

Reader #3: In Massachusetts, the saloons handed out pink tickets printed with "Good for Two Drinks if Woman Suffrage is Defeated."

Narrator: When the United States entered World War I in 1917, women were urged, once again, to put aside their cause for the war effort. Elizabeth Cady Stanton's daughter reminded them:

Reader #1 (Harriot Stanton Blatch): The suffragists of Civil War days gave up their campaign to work for their country, expecting to be enfranchised in return for all their good services. . . .

They were told they must wait. Now in 1917, women [are] still waiting.

Narrator: But the suffragists of 1917 had read history. They worked for the war, and they continued to work for the vote. While women in unprecedented numbers entered war service, standing in for soldiers in factories and on farms, they also held mass meetings, handed out countless leaflets, sponsored parades, plays, lectures, and teas—anything to get the arguments for women's suffrage before the public.

Reader #2: One suffragist said, "Some days I got up at 5:30 and did not get home until midnight, going from office to office, talking the question out."

Reader #3 (eyewitness article): In New York, 1,030,000 women signed a petition asking for the right to vote. The petitions were pasted on placards borne by women marchers in a suffrage parade. The procession of the petitions alone covered more than half a mile.

Narrator: Other suffragists turned to the militant tactics of the Women's Party. They picketed outside the White House, keeping their vigil in rain and cold. This was a new tactic in 1917! The police finally arrested them for "obstructing traffic." One eyewitness described the arrests:

Reader #2 (Suffragist): An intense silence fell. The watchers . . . saw not only younger women, but white-haired grandmothers, hoisted into the crowded patrol [wagon], their heads erect, and their frail hands holding tightly to the banner until [it was] wrested from them by brute force.

Narrator: Other suffrage organizations lobbied, appealed to every state, and canvassed every legislature while the White House pickets kept public attention focused on the issue. Finally, in 1917, at the height of the First World War, President Wilson spoke to urge the Congress to act on suffrage:

Reader # 3 (Woodrow Wilson): This is a people's war. They think that democracy means that women shall play their part alongside men, and upon an equal footing with them. If we reject measures like this, in ignorant defiance of what a new age has brought forth, they will cease to follow us or trust us.

Narrator: In January of 1918, the Nineteenth Amendment to give women the right to vote came before the House:

Reader #2 (Carrie Chapman Catt and Nettie Rogers Schuler): Down the roll-call, name by name, droned the voice of the Clerk. Mann of Illinois and Barnhart of Indiana had come from hospital beds to vote for suffrage; Sims of Tennessee came, in agony from a broken shoulder, to vote yes; Hicks of New York came from his wife's deathbed to keep his promise to her and vote for suffrage.

Yes—No—name-by-name came the vote. It was close, but it was enough.

Reader #1: When the vote was over, the corridors filled with smiling, happy women. On the way to the elevators a woman began to sing, "Praise God, from whom all blessings flow," with the words of the suffragists:

(Sweet Adelines sing:)
Praise God, From Whom All Blessings Flow
Praise Him All Women Here Below—
(They continue singing, softly)

Narrator: Despite this monumental triumph, the suffragists still had much work to do. It would be another year before the Senate passed the suffrage amendment, and another year beyond that before the necessary thirty-six states would ratify it. Finally, on August 26, 1920, seventy-five years ago today, the Nineteenth Amendment gave women throughout the nation the right to vote. At the last Suffrage Convention of 1920, Carrie Chapman Catt spoke to the joyful women:

Reader #1 (Catt): Ours has been a movement with a soul, ever leading on. Women came, served, and passed on, but others came to take their places. Who shall say that all the hosts of the millions of women who have toiled and hoped and met delay are not here today, and joining in the rejoicing? Their cause has won.
Be glad today.
Let your joy be unconfined. Let it speak so clearly that its echo will be heard around the world.
[Let] it find its way into the soul of every woman . . . who is longing for the opportunity and liberty still denied her.
Let your voices ring out the gladness in your hearts! . . .
Let us sing, together, "My Country, 'Tis of Thee . . .
(Sweet Adelines begin "My Country 'Tis of Thee" on this cue; the audience joins in:)

My Country 'Tis of Thee,
Sweet Land of Liberty,
Of Thee I Sing.
Land Where My Fathers Died
Land of My Mothers' Pride
From Every Mountainside
Let Freedom Ring.

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Woman Suffrage and the 19th Amendment

Related Web Sites

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Rare Book and Special Collections Division, Library of Congress
http://lcweb2.loc.gov/ammem/naw/nawshome.html

Women's Rights National Historical Park
National Park Service http://www.nps.gov/wori/

Places Where Women Made History
National Register of Historic Places http://www.cr.nps.gov/nr/travel/pwwmh/

Living the Legacy: The Women's Rights Movement, 1848-1998
National Women's History Project http://www.nwhp.org/

Performance Assessment

Improving America's Schools: A Newsletter on Issues in School Reform (Spring 1996)
United States Department of Education
http://www.ed.gov/pubs/IASA/newsletters/assess/index.html

Page URL: http://www.archives.gov/digital_classroom/lessons/woman_suffrage/related_sites.html

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Fortieth Congress of the United States of America;

At the Third Session,

Begun and held at the city of Washington, on Monday, the Seventh day of December, one thousand eight hundred and sixty-eight.

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) That the following article be proposed to the Legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said Legislatures shall be valid as part of the Constitution, namely:

Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude —

Section 2. The Congress shall have power to enforce this article by appropriate legislation —

Schuyler Colfax
Speaker of the House of Representatives

Schuyler Colfax
President of the Senate pro tempore.

J. W. Forney
Clerk of House of Representatives.

Geo. C. Gorham
Secy. of Senate pro tem.

Document 1: A Resolution Proposing an Amendment to the Constitution

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To the Honorable the Senate and House of Representatives of the United States in Congress assembled.

The undersigned, Citizens of the United States, believing that under the present Federal Constitution all women who are citizens of the United States have the right to vote, pray your Honorable Body to enact a law during the present session that shall assist and protect them in the exercise of that right.

And they pray further that they may be permitted in person, and in behalf of the thousands of other women who are petitioning Congress to the same effect, to be heard upon this Memorial before the Senate and House at an early day in the present session.

We ask your Honorable Body to bear in mind that while men are represented on the floor of Congress and so may be said to be heard there, women who are allowed no vote and therefore no representation cannot truly be heard except as Congress shall open its doors to us in person.

Elizabeth Cady Stanton
Isabella Beecher Hooker
Elizabeth B. Chace
Olympia Brown
Susan B. Anthony
Josephine S. Griffing

Hartford Conn.
Dec. 1871.

Document 2: Petition to Congress, December 1871

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3

Memorial

To the Honorable Senate and House of Representatives of the United States in Congress Assembled

The American Woman Suffrage Association respectfully prays your Honorable bodies to enact a Law authorizing Women who are citizens of the United States resident in the District of Columbia and all other Territories, to vote and hold office upon the same terms and conditions as Men.

Also - that you will take such additional steps as are necessary, by amending the Federal Constitution or otherwise, to prohibit political distinctions on account of Sex everywhere throughout the United States.

This Memorial is presented in accordance with resolutions adopted at the last Annual Meeting of the said American Woman Suffrage Association at which were

Document 3: Memorial to Congress from The American Woman Suffrage Association, February 6, 1872, page 1

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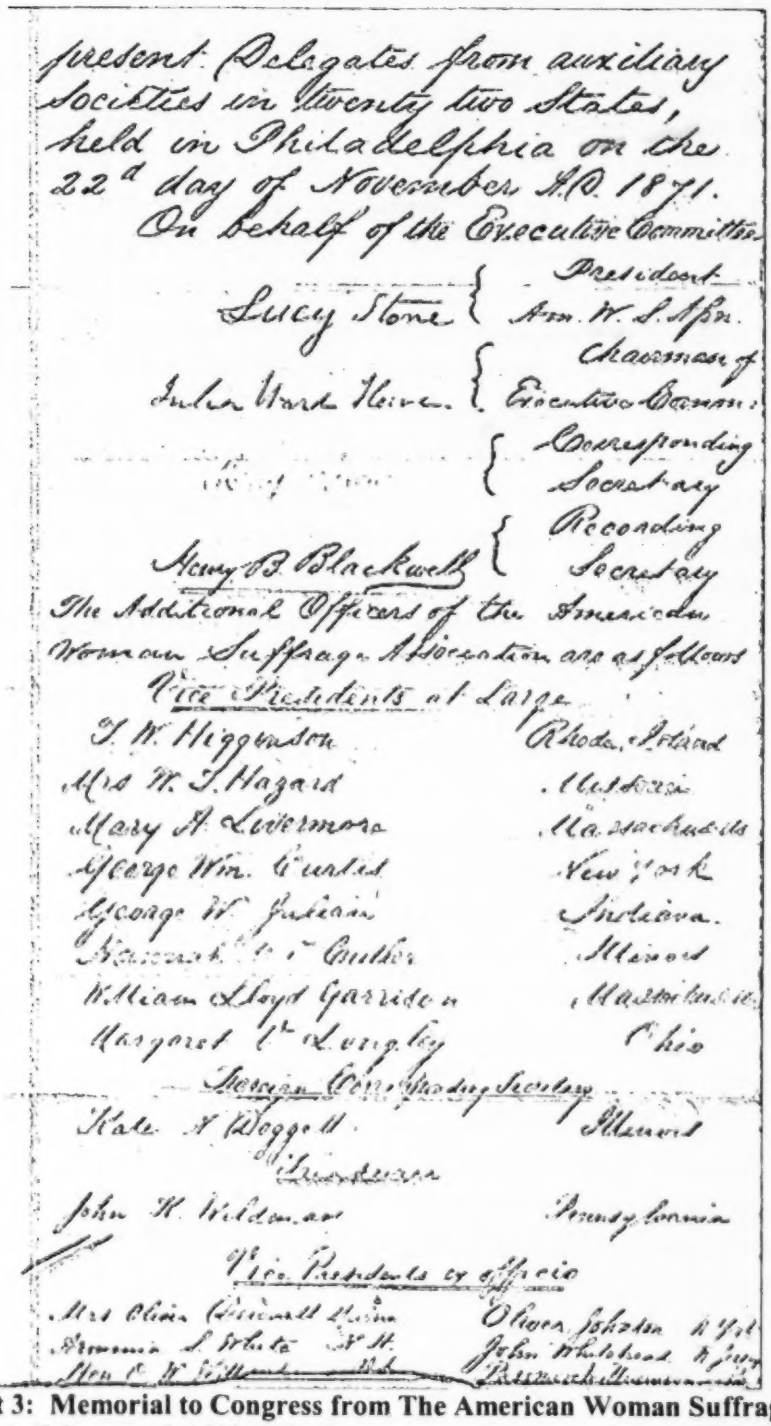

present Delegates from auxiliary
Societies in twenty two States,
held in Philadelphia on the
22d day of November AD 1871.
On behalf of the Executive Committee

Lucy Stone { President
Hon. W. L. Garrison.

John Ward Howe. { Chairman of
Executive Committee

[illegible] { Corresponding
Secretary

Henry B. Blackwell { Recording
Secretary

The Additional Officers of the American
Woman Suffrage Association are as follows

Vice Presidents at Large

T. W. Higginson	Rhode Island
Mrs W. L. Hazard	Kentucky
Mary A. Livermore	Massachusetts
George Wm. Curtis	New York
George W. Julian	Indiana.
Reverend B. F. Butler	Missouri
William Lloyd Garrison	Massachusetts
Margaret F. Longley	Ohio

Foreign Corresponding Secretary

Kate N. Doggett	Missouri

Treasurer

John M. Wilkinson	Pennsylvania

Vice Presidents ex officio

Mrs Elisa Bridwell Hosmer	Oliver Johnson N.Y.C.
Frances L. White [illegible]	John Whitehead N.Jersey
Hon C. W. Willard [illegible]	[illegible]

Document 3: Memorial to Congress from The American Woman Suffrage Association, February 6, 1872, page 2

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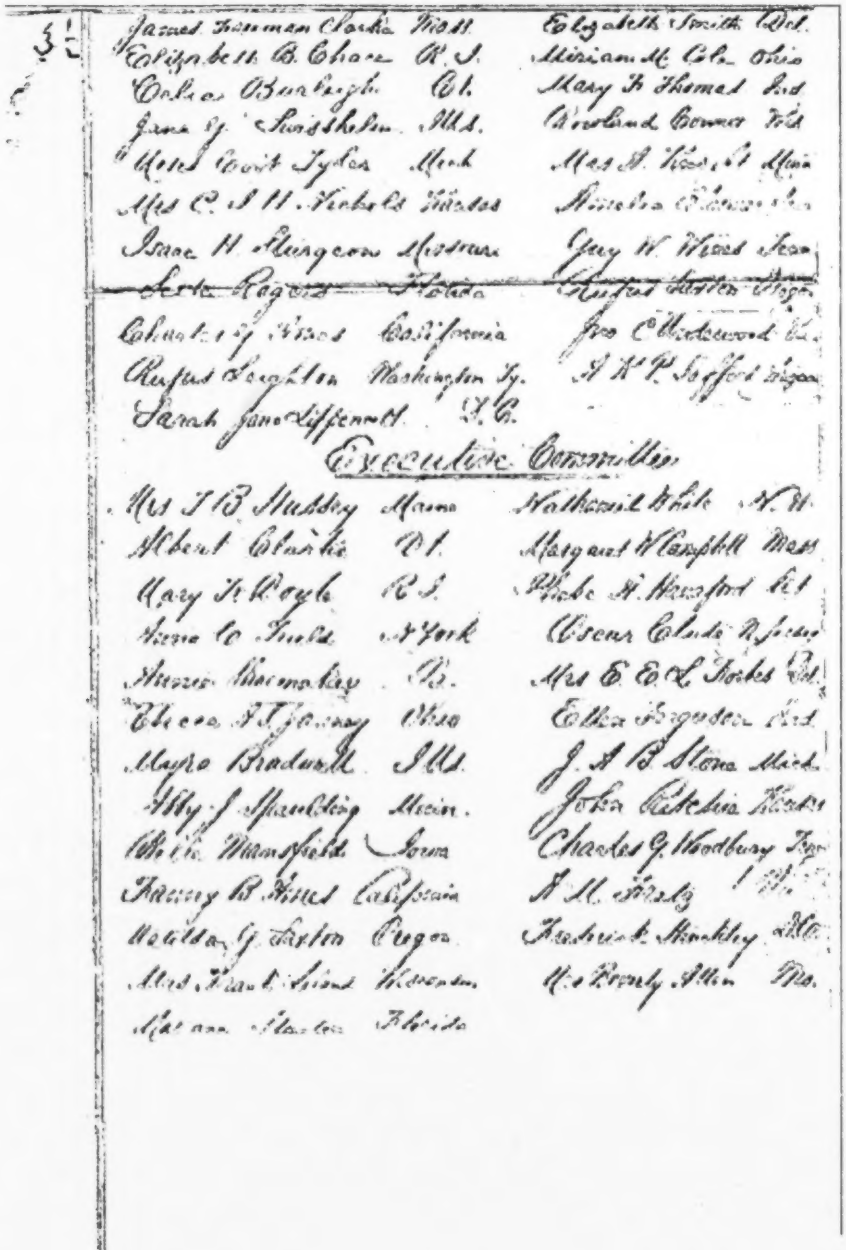

Document 3: Memorial to Congress from The American Woman Suffrage Association, February 6, 1872, page 3

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2-39

4th
To the Congress of the
United States.

The petition of Susan B Anthony
of the city of Rochester in the County
of Monroe and State of New York re-
spectfully represents:

That prior to the
late Presidential Election your petitioner
applied to the board of registry in the
Eighth ward of the City of Rochester, in
which city she had resided for more
than 25 years, to have her name placed
upon the register of voters, and the
board of registry, after consideration
of the subject, decided that your pe-
titioner was entitled to have her name
placed upon the register, and placed
it there accordingly.

On the day of the Election, your
petitioner, in common with hundreds
of other American citizens, her neigh-
bors, whose names had also been regist-
ed as voters, offered to the inspectors of
election her ballots for electors of Pres-
ident and Vice President and for
members of Congress, which were re-
ceived and deposited in the ballot

Document 4: Petition from Susan B. Anthony to U.S. Congress. Jan. 12, 1874, page 1

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nocent-as the Judge by whom she was convicted, she respectfully asks, inasmuch as the law has provided no means of reviewing the decisions of the Judge, or of correcting his errors, that the fine imposed upon your petitioner be remitted, as an expression of the sense of this high tribunal that-her conviction was unjust.

Dated January 12-1874

Susan B. Anthony

all

Document 4: Petition from Susan B. Anthony to U.S. Congress, Jan. 12, 1874, page 2

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PETITION FOR

WOMAN SUFFRAGE.

TO THE SENATE AND HOUSE OF REPRESENTATIVES.

Colored

MEN

Frederick Douglass Jr.

WOMEN

Frederick Douglass Jr.

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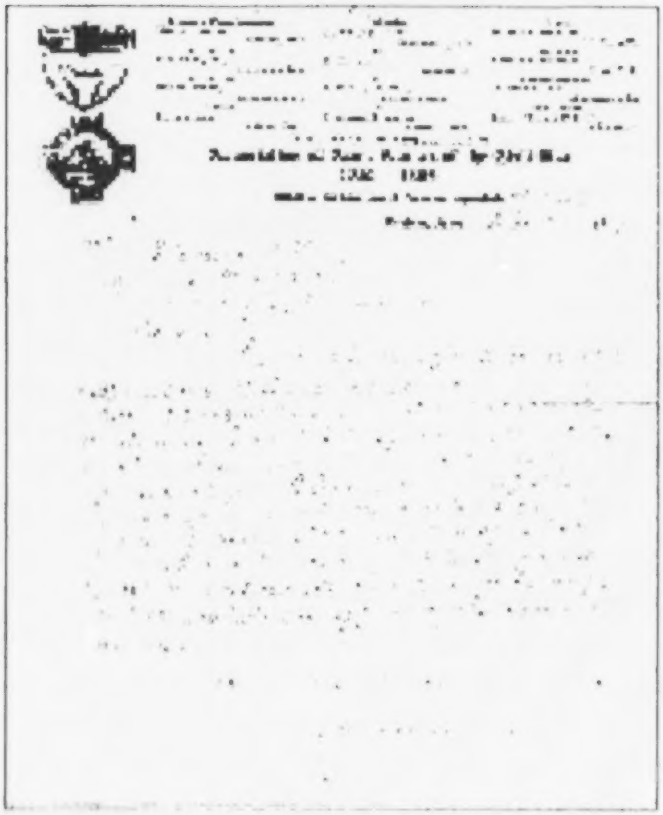
Document 5: Petition for Woman Suffrage Signed by Frederick Douglass, 1877



Document 6: Association of Army Nurses of the Civil War Letter to U.S. House Judiciary Committee, May 1, 1917

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PETITION

From the Women Voters Anti-Suffrage Party of New York

TO THE

UNITED STATES SENATE

Whereas, This country is now engaged in the greatest war in history, and

Whereas, The advocates of the Federal Amendment, though urging it as a war measure, announce, through their president, Mrs. Catt, that its passage "means a simultaneous campaign in 48 States. It demands organization in every precinct; activity, agitation, education in every corner. Nothing less than this nation-wide, vigilant, unceasing campaign will win the ratification," therefore be it

Resolved, That our country in this hour of peril should be spared the harassing of its public men and the distracting of its people from work for the war, and further

Resolved, That the United States Senate be respectfully urged to pass no measure involving such a radical change in our government while the attention of the patriotic portion of the American people is concentrated on the all-important task of winning the war, and during the absence of over a million men abroad.

NAME	ADDRESS	SERVICE
Jean Neff Staples	628 Richmond Ave.	National League for Women's Service
Mrs. G. K. Staples	628 Richmond Ave.	
Betty A. Healy	200 Virginia St.	National League for Women's Service
Nicie Spawlin	410 Hoyt St	"
Emma Burrio	1698 Main st	National League for Women's Service
Ruth L. Stephan	528 Richmond Ave	Y.W.C.A.
Mrs. H. R. Ward	75 Hampton Ave	Women's Auxiliary Emergency Fleet Corporation
Elizabeth Cohen	1126 Wilson St.	Red Cross
Evelyn Carter	205 Hackney	Red Cross
Mrs. F. L. Tucker	168 Lee Ave	
Bessie Murtaugh	215 North Laurel Ave	Red Cross
Mrs. Frances Drullion	39 Bennett St.	Red Cross
Mrs Lou Jackson	424 Jefferson St	
Mrs L Diehl	424 Jefferson St	
Mrs Helen Story	1450 Beverly St	"
Mrs. J. C. Flynn	"	"
Ethel Stevens	"	"

Document 7: Petition, Anti-Suffrage Party of New York, World War I, ca. 1917

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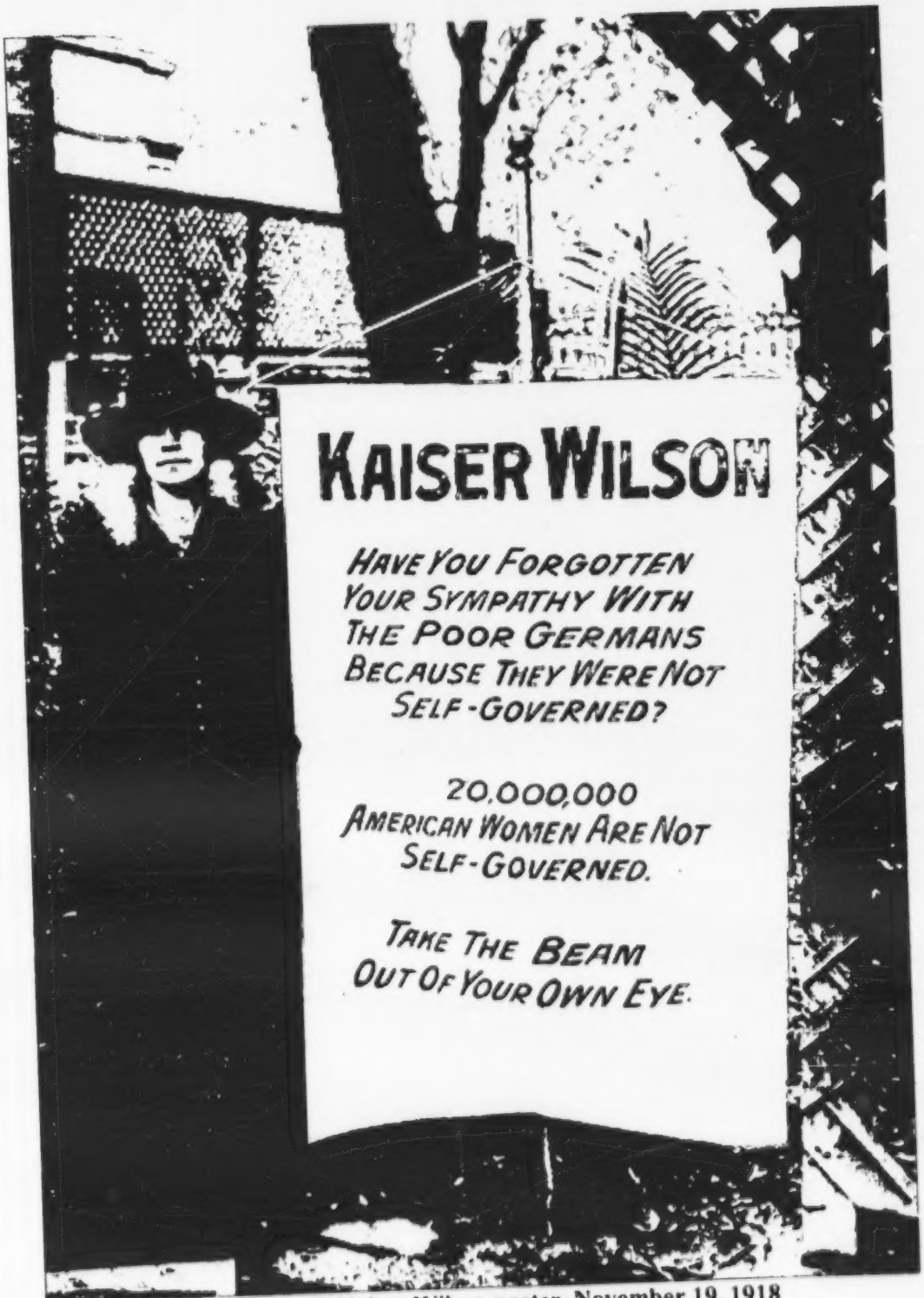

Document 8: Photograph, Kaiser Wilson poster, November 19, 1918

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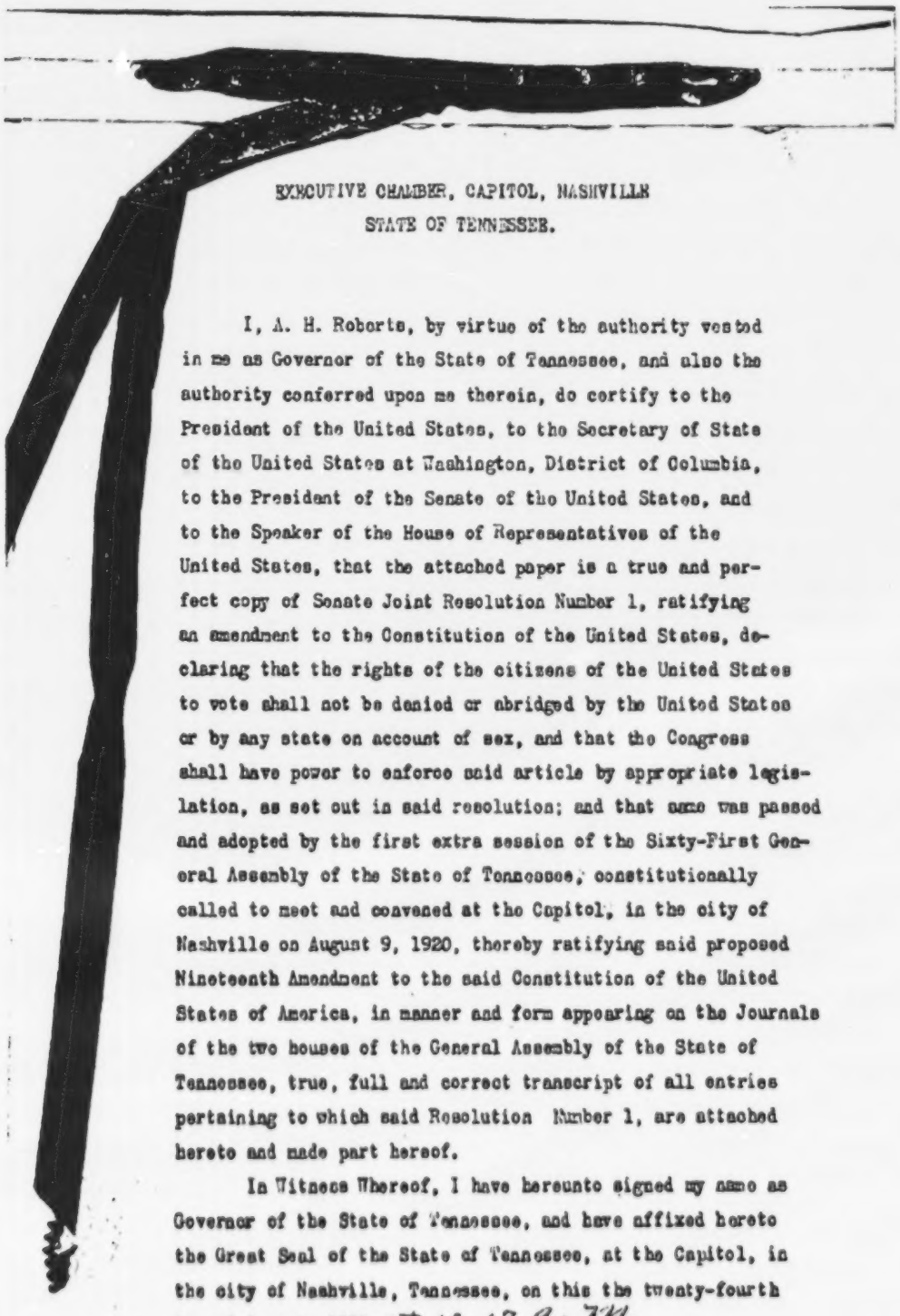

EXECUTIVE CHAMBER, CAPITOL, NASHVILLE
STATE OF TENNESSEE.

I, A. H. Roberts, by virtue of the authority vested in me as Governor of the State of Tennessee, and also the authority conferred upon me therein, do certify to the President of the United States, to the Secretary of State of the United States at Washington, District of Columbia, to the President of the Senate of the United States, and to the Speaker of the House of Representatives of the United States, that the attached paper is a true and perfect copy of Senate Joint Resolution Number 1, ratifying an amendment to the Constitution of the United States, declaring that the rights of the citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex, and that the Congress shall have power to enforce said article by appropriate legislation, as set out in said resolution; and that same was passed and adopted by the first extra session of the Sixty-First General Assembly of the State of Tennessee, constitutionally called to meet and convened at the Capitol, in the city of Nashville on August 9, 1920, thereby ratifying said proposed Nineteenth Amendment to the said Constitution of the United States of America, in manner and form appearing on the Journals of the two houses of the General Assembly of the State of Tennessee, true, full and correct transcript of all entries pertaining to which said Resolution Number 1, are attached hereto and made part hereof.

In Witness Whereof, I have hereunto signed my name as Governor of the State of Tennessee, and have affixed hereto the Great Seal of the State of Tennessee, at the Capitol, in the city of Nashville, Tennessee, on this the twenty-fourth day of August, 1920, at 10-17 a. m.

A H Roberts

Governor of the State of Tennessee.

Document 9: Ratification of 19th Amendment, Tennessee, August 24, 1920

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

___ Newspaper	___ Map	___ Advertisement
___ Letter	___ Telegram	___ Congressional record
___ Patent	___ Press release	___ Census report
___ Memorandum	___ Report	___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting letterhead	___ Notations
___ Handwritten	___ "RECEIVED" stamp
___ Typed	___ Other
___ Seals	

3. DATE(S) OF DOCUMENT:
_____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
_____

POSITION (TITLE):
_____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
_____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:
_____
_____
_____

B. Why do you think this document was written?
_____
_____

C. What evidence in the document helps you know why it was written? Quote from the document.
_____
_____

D. List two things the document tells you about life in the United States at the time it was written:
_____
_____

E. Write a question to the author that is left unanswered by the document:
_____
_____

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Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

_____

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

_____

_____

_____

Step 3. Questions

A. What questions does this photograph raise in your mind?

_____

_____

B. Where could you find answers to them?

_____

_____

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Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

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